

SBDM Selecting a Principal Guidebook



Kentucky Department of Education



This guidebook represents best practices for the principal selection process. These suggested steps and ideas are written with the expectations that all involved parties are following the spirit and the letter of the statute and are committed to doing what is in the best interest of the students.

Table of Contents

	PAGE
Legal Requirements for Principal Selection	3
Principal Selection FAQs	3
Summary of Kentucky's Open Meetings Statutes	5
ISSLC Standards	6
Steps for Principal Selection	8
Sample Criterion	10
Sample Process of Gathering Information	12
Sample Interview Questions	14
Acceptable and Unacceptable Questions	17
Sample Performance Events/Writing Samples	19
FAQs on Requesting an Interim Principal	20

LEGAL REQUIREMENTS FOR PRINCIPAL SELECTION

KRS 160.345(2)(h)2, 4-5

If the vacancy to be filled is the position of the principal, the outgoing principal shall not serve on the council during the principal selection process. The superintendent or the superintendent's designee shall serve as the chair of the council for the purpose of the hiring process and shall have voting rights during the selection process. The council shall have access to the application of all persons certified for the position. The principal shall be elected on a majority vote of the membership of the council. No principal who has been previously removed from a position in the district for cause may be considered for appointment as principal. The school council shall receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council shall select the trainer to deliver the training.

If the vacancy for the position of principal occurs in a school that has an index score that places it in the lowest one-third of all schools below the assistance line and the school has completed a scholastic audit under KRS 158.6455 that includes findings of lack of effectiveness of the principal and school council, the superintendent shall appoint the principal after consulting with the school council.

Applicant subsequently employed shall provide evidence that they are certified prior to assuming the duties of a position in accordance with KRS 161.020.

PRINCIPAL SELECTION FAQs

1. What is the role of the school council in selecting a principal?

Principal selection can be one of the most difficult tasks for a school council. The SBDM statute sets specific requirements for the school council:

- The outgoing principal cannot serve on the school council during the principal selection process.
- The superintendent, or designee, serves as the chairperson of the school council during the principal selection process and has full voting rights.
- The school council must have access to all qualified applicants for the principal position.
- If the principal has been removed from any position in the district, that person cannot be considered a candidate.
- The school council must receive specific principal selection training prior to beginning the principal selection process. The school council selects the trainer. This training cannot substitute for the required annual training prescribed in KRS 160.345(6).
- If the principal vacancy is in a school deemed low-performing and a scholastic audit has found the school council and the principal ineffective, as determined by KRS 158.6455, the superintendent appoints the principal after consultation with the school council.

2. What if a school council member (either a teacher or parent representative) applies for the principal vacancy?

If a teacher or parent representative from a school council applies for a position of the principal within their school, it is best practice that they resign from the school council; however, it is not required.

If the school council representative resigns, the appropriate constituency (i.e., teachers or parents) will have the opportunity to hold elections. If the school council member decides to remain on the school council, they must recuse themselves from the entire principal selection process including the school council's discussions concerning the vacancy, review of the applications, interview questions, and interview schedule.

3. Does the position for an interim principal need to be posted for 30-days?

Interim principals are temporary positions. Therefore, it is not necessary to post for this position.

4. Who selects an interim principal?

Once the school council has requested an interim principal, whether it is for a few weeks or the entire school year, the superintendent can appoint someone to the position.

5. Our school council members begin their term on July 1. Who selects the principal if the process crosses both the outgoing school council and the new school council?

If the posting ends prior to June 30, the outgoing school council will need to complete the selection process before their term ending June 30. If the posting or the process continues past July 1, the new school council will complete the selection process and select the new principal.

6. Can the superintendent, who is serving as the chair of the school council during the principal selection process, conduct the required principal selection training?

No, as a member of the school council for the purpose of principal selection, the superintendent must participate in the required training. Therefore, the school council, including the superintendent, must select another trainer. This trainer can be someone else in the district or a contracted service from an organization or individual.

SUMMARY OF KENTUCKY'S OPEN MEETINGS STATUTES

The following chart outlines a summary of guidelines that school councils must follow when conducting meetings. This includes any meetings related to principal selection.

OPEN MEETINGS STATUTE APPLIES WHENEVER:
<ol style="list-style-type: none">1. A majority of the school council or committee is present.2. Business is discussed even if no action is taken.
REGULAR MEETINGS
<ol style="list-style-type: none">1. The school council and each of its committees set their own regular meeting schedules.2. Regular meetings must be held at a specifically scheduled time and place convenient to the public. The school council must provide a schedule of these meetings to the public.3. The schedule must list the date, time and place for each regular meeting.4. The schedule must be available to all stakeholders and to any media agency that requests it. The district SBDM coordinator should have a copy of all regular meeting schedules at the district office.
SPECIAL MEETINGS
<ol style="list-style-type: none">1. The chairperson or a majority of the school council members can call a special meeting outside the regular meeting schedule.2. Written notice must be provided to all members of the school council or the committee either by fax, regular mail or hand delivery 24 hours in advance of the meeting.3. The notice must include the date, time, place and agenda of the meeting.4. A special meeting agenda cannot be amended.5. A copy of the special meeting notice should be sent to the district SBDM coordinator and any media agencies that request it.
OPEN and CLOSED SESSIONS
<ol style="list-style-type: none">1. All regular and special meetings are open to the public.2. A record of all decisions made during a meeting must be recorded in minutes.3. School council and committee minutes set forth an exact record of votes and actions taken. Minutes must be approved and made available to the public by the end of the next meeting. All minutes must be made available to the public.4. Unless a quorum of members is present, business cannot be discussed nor decisions made.5. Closed session can only be called for three reasons:<ol style="list-style-type: none">a. To discuss actual or potential litigation.b. To discuss potential candidates for employment.c. To discuss items where state or federal law specifically requires privacy

ISLLC STANDARDS

The following are the Interstate School Leaders Licensure Consortium (ISLLC) [Standards](#) as adopted by the National Policy Board for Educational Administration (CCSSO):

STANDARD 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

STANDARD 2

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E.** Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

STANDARD 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

STANDARD 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

STANDARD 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

STANDARD 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers

- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

STEPS FOR PRINCIPAL SELECTION

The following suggested steps may assist school councils during the principal selection process. However, these steps are suggestions and are not required by statute. The SBDM statute only requires that school councils receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal [KRS 160.345(2)(h)2]. Also, although the SBDM statute does not require it, having a principal selection policy is a best practice.

1. Declare Principal Vacancy

The superintendent declares a principal vacancy at a school as a result of a principal retirement, resignation, termination or other reason.

2. Post the Vacancy

Post vacancy according to KRS 160.380(2)(b). This requires a 30-day posting of the vacancy prior to filling the position. The position must be posted at the local central office for public viewing and also must be listed in a statewide registry maintained by the Kentucky Department of Education (KDE). According to KRS 160.380(2)(c), the superintendent may ask for a waiver from KDE to fill the vacancy in less than 30 days to prevent the disruption of necessary instructional services.

3. Superintendent, or Designee, Meets with the School Council

The superintendent, or designee, meets with the school council in an open meeting to discuss the following:

- The desire to work collaboratively and cooperatively with the school council to select a principal who meets the unique needs of the school based on superintendent and school council criteria.
- District recruiting strategies and activities.
- Timeline for providing the school council members information concerning the recommended applicants by the superintendent, or designee, for school council consideration. However, KRS 160.345(2)(h)2 requires the school council to have access to all applications.
- Methods to be used to gather information and screen applicants in making final recommendations.
- The possible need to appoint an interim administrator until such time that the school council selects a principal and an explanation of the process of selection.

- Required training of the school council in the principal selection process.

4. Set Up Principal Selection Training for the School Council

Principal selection training is required by KRS 160.345(2)(h). The school council selects the trainer. Suggested topics to request the trainer to cover are as follows:

- How to review applications and resumes.
- How to use electronic searches to gather information about the candidates.
- How to develop questions based on agreed criteria including legally allowable questions and topics to avoid.
- How to conduct in-person interviews.
- How to conduct reference and work experience checks.
- How to prepare, conduct and evaluate open response or written interviews.
- How to review a candidate's portfolio.
- How to prepare, conduct and review a performance event.
- When and how to discuss employment issues in open or closed session following the Open Meetings Law [KRS 61.810 to KRS 61.815].

5. Establish School Council Timeline and Plan for Principal Selection Process

Start with the target date for selecting a principal and work backward to decide a timeline and plan for your work.

6. Recruit Principal Candidates

Beyond posting the position with KDE and at the school and district level:

- Advertise in local and state publications.
- Recruit minority applications [KRS 160.380(2)(d)].

7. Establish Principal Candidate Criteria and Screening Process

In an open meeting, review attributes and needs of the school and gather input from stakeholders. The superintendent, as part of the school council, will assist in developing written criteria for the selection of applicants based on district expectations, standards of performance and job descriptors. The school council, with the superintendent, will share criteria, discuss the timeline of the process and encourage minority recruitment with all stakeholder groups.

8. Decide Information-Gathering Process

The school council should meet and establish the procedures it will follow for the principal selection process. How will this school council:

- Review applications, resumes, portfolios and other relevant materials?
- Use electronic search to gather additional information about the candidates?
- Develop interview questions based on criteria?
- Check references and others who have worked for and with the candidate?
- Conduct the interviews (the procedure for conducting interviews – all interviews are conducted in closed session)?
- Prepare open response or performance events, if applicable?

9. Review List of Applicants and Determine Whom to Interview

The superintendent should screen and determine a list of candidates deemed qualified and match the established criteria for the position. In closed session of the school council, review the recommended applicants from the superintendent, and as a school council determine who best meets the established criteria to select for interview. The superintendent or the school council's vice-chair should make the contact and set up the time for the interview within the interview schedule.

10. Conduct Interviews, Evaluate Candidates and Make Selection

Conduct and interview all selected candidates in closed session. Ask each candidate all of the agreed upon questions in the same order. Ask any follow-up questions, if needed. At the end of the interview, provide the candidate time to ask questions and provide any other relevant information. Inform the candidate of the timeframe for selection and by whom or how they will be contacted. Once all candidates have been interviewed, evaluate the candidates using the agreed upon process and criteria in closed session. Discuss each candidate's strengths and limitations. Once a selection has been made, the superintendent should call the candidate and offer the position. If the candidate accepts the position, the school council should go into open session and announce, for the record, that a selection has been made, offered and accepted. If the chosen candidate does not accept the position, the school council will need to either review the remaining candidates and select another or begin the principal selection process again.

It is best practice to contact all interviewed candidates once a selection has been made and accepted. Notify all applicants not chosen for an interview by letter that a selection has been made and thank them for their interest in the district.

SAMPLE CRITERION

Below are examples of criterion that a school council could develop to guide the principal selection decision making process.

Sample #1

A good principal for our school:

- Believes all children can learn at high levels.

- Is committed to closing achievement gaps and ensuring proficiency for all students.
- Has an educational philosophy consistent with our school mission and Kentucky's education system.
- Believes in and understands developmentally appropriate instruction and continuous progress for all students.
- Understands the connection of school culture to student achievement.
- Believes in and will support adjusting instructional practices to meet various student-learning environments and also promote student empowerment, self-control, and self-discipline.
- Understands school-based decision making and will support the SBDM process.
- Welcomes input and will be a model of good communication among all the stakeholders of the school community: parents and families, students, teachers, administrators, and the community at large.
- Manages time effectively and efficiently, while keeping students and learning as the top priority.
- Handles all people with respect and dignity.

Sample #2 (ISLLC)

A school administrator is an educational leader who promotes the success of all students by:

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Sample #3

Educational Leadership

- Setting Instructional direction
- Teamwork
- Sensitivity

Resolving Complex Problems

- Judgment
- Results orientation
- Organizational ability

Communication

- Oral communication
- Written communication

Developing Self and Others

- Development of others
- Understanding own strengths and weaknesses

SAMPLE PROCESS FOR GATHERING INFORMATION

METHOD	NOTES
APPLICATIONS AND RESUMES	<p><u>What we can learn from applications/resumes</u></p> <ul style="list-style-type: none"> • Education • Writing ability • Potential problems to investigate <ul style="list-style-type: none"> ○ gaps in employment ○ positions held for a short time • Length of time in various jobs • Leadership roles in/out of jobs • Involvement in professional organizations <p><u>Selecting applicants to interview</u></p> <ul style="list-style-type: none"> • When the school council is ready to discuss which applicants to interview, you may want to start by prioritizing the applicants on how well they meet the criteria. Don't make this into a mathematical formula, but use the scoring/rating as a way for each member to explain the strengths and limitations seen. • Determining which candidates the school council will interview is the goal of the discussion. Using consensus decision-making to come to an agreement on which applicants to interview will build strong support for the final decision.
IN-PERSON INTERVIEWS	<p><u>What we can learn from in-person interviews</u></p> <ul style="list-style-type: none"> • Ability to connect with strangers • Presence/self-confidence • Credibility

METHOD	NOTES
	<ul style="list-style-type: none"> • Interpersonal communication skills • Ability to think under pressure • How candidate thinks about issues <p><u>Characteristics of good interview questions:</u></p> <ul style="list-style-type: none"> • The questions are worded as clearly and simply as they can be, given the subject about which you want to know. • All the criteria should be covered by the interview questions. • Questions do not “telegraph” the answer(s) you want. • The questions should include both forward-looking scenarios and those based on past experiences. • The questions are open-ended and require more than a “yes/no” answer. • A good “first” question is: “Tell us why you are interested in this position?” A good “last” question is: “What questions do you have for us?” • Questions are agreed upon in advance and are asked of all applicants in the same order and by the same person (when possible). • If you intend to ask “specialized” questions of any applicants, they should be agreed upon in advance and asked by the chairperson. “Specialized” questions generally involve something specific to that applicant (e.g., why they left a particular position after a short period of time, unusual experiences listed in resume). • If you intend to ask follow-up questions, hold them until the planned questions have been asked and limit them to questions to clarify previous answers. • Interview questions must be approved in open session. <p><u>Interviewing Guidelines</u></p> <ul style="list-style-type: none"> • Preparation: Reserve a private space at the school where all can be seated in reasonable comfort. Let the applicants know where to go when they arrive, and make sure someone will be on hand to greet them. School council members should arrive at least 15 minutes before the interview to review who will handle introductions, who will ask the questions, how to handle follow-up questions, and what (if any) questions should specifically be directed to an applicant. School councils should announce the interview period as a special meeting of the school council, convene as usual, and then go into closed session to hold the actual interview. • Building Tour: Applicants who are not from the school may want a tour of the building when they come to interview. The tour can be offered before, or after the interview. • Follow-up: Immediately after the interview, the school council should remain in closed session to discuss the interview. This is an important time to consider the criteria you are seeking and discuss how the applicant measured up on each side.
REFERENCES	References offer valuable insight into candidates’ past work experiences and

METHOD	NOTES
	offer information about strengths and limitations from a variety of perspectives.
WRITTEN INTERVIEWS	A written interview gives the school council the opportunity to see how well the applicant communicates in writing, including another opportunity to learn about their philosophy. This interview may be completed before the in-person interview.
PORTFOLIOS	Many, if not most, applicants will have or will bring a portfolio with them to the interview. The school council will need to make a decision ahead of time about how the school council wants to handle portfolios.
PERFORMANCE EVENTS	Performance events may offer another view of the candidate's personality or philosophy. Ask each candidate to complete a performance event constructed to address a specific issue. A reasonable time frame is thirty (30) to sixty (60) minutes. Inform the applicant ahead of time that following the interview they may have a performance event to complete. Be sure to arrange access to a computer and any other tools needed, and be sure to specify to whom the applicant should give the results.

SAMPLE INTERVIEW QUESTIONS

Below are sample questions that can be asked of principal candidates. A best practice is to have 8-10 questions that reflect the criteria developed for the school.

KENTUCKY GOALS

1. How would you explain the phrase "All kids can learn at high levels?"
2. What is the most important thing for a school to do to reach proficiency?
3. Describe your experience in closing achievement gaps.
4. What does it mean for a student to be college or career ready?

MISSION AND VISION

1. As an administrator, what do you see as your primary mission?
2. Upon what basis do you believe school priorities should be established?
3. What would be your first priority in this position?
4. What are the most important characteristics of an effective school?
5. What are the three most important goals you would want to reach in our school? Why?

CONFLICT RESOLUTION

1. Give two or three examples of strategies you have for dealing with conflict resolution.
2. How do you resolve conflict between staff members? Between students and staff?

3. How would you go about trying to resolve a dispute between opposing factions within a school?
4. If your views on curriculum differed from those of the rest of the school council, how would you resolve those differences?
5. How do you resolve parental complaints when you know the teacher is in error?
6. Tell us how you would handle the following situation: An irate parent barges into your office and yells at you about the school council's extra-curricular policy.

LEADERSHIP

1. What do you see as the major role of the principal?
2. What do you consider to be your major strengths as an administrator?
3. What do you see as the first step in initiating successful change?
4. How would you encourage a teacher who is discouraged? A student? A parent?
5. How will you motivate teachers so they will want to try new ideas?
6. What role do you see for the principal in school-based decision making?
7. What skills as a chairperson/facilitator do you bring to the school council?
8. How will you maintain staff morale when "the pressure is on" in a high-stakes accountability environment?

TEAMWORK

1. Give your definition of collaboration.
2. How would you develop the team concept with your staff? With the community?
3. How will you work with the school counselor (or assistant principal) to improve student and staff relationships?
4. What specific steps would you take to build rapport with staff?
5. What is the principal's role in assisting teachers in team planning and teaching?

PROFESSIONAL DEVELOPMENT

1. Share a model professional development experience that you have had and explain why it is a "model."
2. If you want to bring about change in a school, how would you use professional development to help the change process?
3. What professional qualities would you particularly encourage in your staff?
4. How have you encouraged professional development in staffs you have worked with in the past?
5. How would you help an inexperienced teacher become more effective in the classroom?

JUDGMENT

1. Upon what criteria would you base your assessment of a teacher?
2. On what basis do you judge your success as a principal?
3. How do you ensure that you make fair decisions?

CURRICULUM AND INSTRUCTION

1. What do you consider to be examples of appropriate instructional practices?
2. What instructional strategies would you want new teachers to be sure to employ?
How would you ensure this?
3. Describe an effective classroom.
4. How have you demonstrated your belief that all students can learn at high levels?
5. Explain your philosophy on educating students.
6. Give one example of how you have carried out your education philosophy in your role as principal (if applicable).
7. What evidence would you expect to see if a teacher is utilizing developmentally appropriate instruction?
8. What teaching techniques have you found to be most effective in helping all students learn at high levels?

DISCIPLINE

1. What is your philosophy of discipline?
2. What connection do you see between the school safety plan and the school's discipline policy?
3. How would you explain the connection between safe and orderly schools and student achievement?
4. What discipline plan or procedures have you used effectively in previous positions?
5. What student outcomes do you expect from a school's discipline plan?
6. Share your method of dealing with a student who is continually disruptive in class?
7. Tell us how you would handle the following situation: A student is sent to your office because she has forgotten her homework for the fifth day in a row.

SCHOOL-BASED DECISION MAKING

1. Describe your personal decision making process.
2. How do you see your role in working with the SBDM council?
3. What provisions will you make to ensure staff and parent involvement with the SBDM council?
4. What method of communication do you feel is most effective in keeping the staff/community informed of school council decisions?

5. What do you see as the main focus of any SBDM council?
6. How do you help keep the school council focused on doing what is best for improving student achievement?

CULTURE

1. Explain why you think a positive school culture is important.
2. As the principal, how could you create a culture of academic excellence in a school? How have you done that in previous jobs?
3. In what ways would you encourage students who are not working up to their potentials?
4. What role do you see the Family Resource/Youth Services Center playing for students in this school?
5. How do you, as a principal, promote good race relationships?
6. Describe how you would go about establishing positive relations with the school community?
7. How would you involve parents more in students' education?

ACCEPTABLE AND UNACCEPTABLE QUESTIONS

SUBJECT	ACCEPTABLE	UNACCEPTABLE
NAME	Have you ever used another name? Or, "Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work and education record? If yes, please explain."	Maiden Name
RESIDENCE	Place of residence	"Do you own or rent your home?"
AGE		"How old are you?"
BIRTHPLACE CITIZENSHIP	Can you, after employment, submit verification of work or a legal right to work in the United States?" Or, a statement that such proof may be required after employment.	Birthplace of applicant's parents, spouse, or other relatives. "Are you a US citizen?" Or, citizenship of applicant, applicant's parents, spouse, or other relative.
NATIONAL ORIGIN	Languages applicant reads, speaks, or writes.	Questions as to nationality, lineage, ancestry, national origin or descent, or parentage of applicant, applicant's parents, or spouse. "What is your mother tongue?" Or, "Language commonly used by applicant." How applicant acquired ability to read, write,

SUBJECT	ACCEPTABLE	UNACCEPTABLE
		or speak a foreign language.
SEX MARTIAL STATUS FAMILY	A statement of company policy regarding work assignment of employees who are related.	Questions which indicate applicant's sex. Questions which indicate applicant's marital status. Number and/or ages of children or dependents. Provisions for child care. Questions regarding pregnancy, child bearing, or birth control. Name or address of relative, spouse, children or adult applicant. "With whom do you reside?" Or, "Do you live with your parents?"
RACE/COLOR		Questions as to applicant's race or color. Questions regarding applicant's complexion or color of skin, eyes, hair.
PHYSICAL DESCRIPTION PHOTOGRAPH	A statement that a photograph may be required after employment.	Questions as to applicant's height and weight. Requiring a photograph after interview but before employment.
PHYSICAL CONDITION HANDICAP	A statement by employer that offers may be made contingent on applicant's passing a job-related physical examination. "Do you have any physical condition or handicap that may limit your ability to perform the job applied for? If yes, what can be done to accommodate your limitation?"	Questions regarding applicant's general medical condition, state of health. Questions regarding receipt of Worker's Compensation. "Do you have any physical disabilities or handicaps?"
RELIGION	A statement by employer of regular days, hours, or shifts to be worked.	Questions regarding applicant's religion, religious days observed, or "Does your religion prevent you from working evenings or holidays?"
ARREST CRIMINAL RECORD	"Have you ever been convicted of a felony, or (specified time period) a misdemeanor which resulted in imprisonment?" (Such a question must be accompanied by a statement that a conviction will not necessarily disqualify applicant from the job applied for.)	Arrest records, or "Have you ever been arrested?"
MILITARY SERVICE	Questions regarding relevant skills acquired during applicant's US military service.	General questions regarding military service, such as dates and types of discharge. Questions regarding service in a foreign military.
ECONOMIC STATUS		Questions regarding applicant's current or past assets, liabilities, or credit rating including bankruptcy or garnishment.

SUBJECT	ACCEPTABLE	UNACCEPTABLE
		Questions regarding transportation.
ORGANIZATIONS ACTIVITIES	"List <u>job-related</u> organizations, clubs, professional societies, or other associations to which you belong."	"List <u>all</u> organizations, clubs, societies, and lodges to which you belong."
REFERENCES	"By whom were you referred for a position here?"	Questions which elicit information specifying the applicant's race, color, name, creed, national origin, ancestry, physical handicap, medical condition, marital status, age, or sex.
NOTIFICATION IN CASE OF EMERGENCY	Name and address of <u>person</u> to be notified in case of accident or emergency.	Name and address of <u>relative</u> to be notified in case of accident or emergency.

SAMPLE PERFORMANCE EVENTS/WRITING SAMPLES

Performance events or writing samples can provide insight into the thoughts and experiences of a principal candidate. Below are some examples of performance events/writing samples that could be used to evaluate candidates; however, if the school is going through a particular issue, this also can be formed into a question to illicit responses from the candidates.

1. This is a copy of our current school improvement plan (CSIP). Identify three (3) challenges that our school will face in implementing this plan. For each challenge, share some ways you could help us succeed.
2. Two African-American parents make an appointment to discuss concerns about the school. They feel that teachers do not expect as much of minority students, and that this is a prime reason that African-American students are not doing as well as white students in the school. Proficiency scores are in fact lower for minority students at the school; however, causes are not known. The parents tell you that they hope that you, as the new principal, will turn the situation around. List steps you will take to address this issue.
3. School culture is a vital part of a successful school. What three (3) elements of school culture do you think are most important and how would you promote and strengthen those elements in our school?
4. Research states the importance of instructional leadership. What does instructional leadership mean to you? Share an experience that demonstrates your instructional leadership ability. How would you help develop teacher, family, and student leaders who also are focused on student achievement?
5. Give examples of how you have used student assessment data and analysis of student work to improve instruction. How would you help our staff use data to improve instruction on a regular basis?

FAQs ON REQUESTING AN INTERIM PRINCIPAL

1. When would a school want an interim principal?

Interim principals can be helpful when there is a vacancy at an awkward point during a school year such as in the following three common situations:

- When a principal leaves suddenly during the school year.
- When the principal leaves suddenly at the end of the school year and key summer tasks need to be completed before a new principal is named (e.g., consultation on vacancies, budget and purchasing).
- When the principal announces a resignation or retirement late in the fall or after Christmas holiday to where a strong candidate may not be available and the school council prefers to wait until the spring to seek a permanent principal.

2. Who selects the interim principal?

The district's central office can select anyone with the appropriate certification to serve as interim principal.

3. Can the interim principal be a candidate for the principal vacancy?

Yes, they can; however, it may provide an unfair advantage to other candidates.

4. Can the interim principal take part in the selection of the new principal?

No, the role of chair of the school council during the principal selection process is held by the superintendent, or their designee.